


Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' Results Policies for the full and detailed Results statements

Royal Oak School

9100 Royal Oak Blvd. N.W., Calgary, AB T3G 5R8 t | 403-777-6270 f | 403-587-933-9953 e | RoyalOak@cbe.ab.ca

School Improvement Results Reporting | For the 2024-25 School Year

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
 - Strong student achievement for lifelong learning and success
- Well-Being
 - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
 - Students and employees experience a sense of belonging and connection.

Our Data Story:

The 2024-2025 school year, saw significant changes at Royal Oak School. September 2024 began with the projected enrollment of 585 students. However, by the end of January 2025, the student population had grown to almost 620 students, which later stabilized at around 612 students for the remainder of the year. Not only was our new designated community of Glacier Ridge growing, but so too was the number of complex student learning needs within the building. To respond to significant growth at the grade 4 level, where classes were up to 32-34 students each, a part time teacher was hired in the fall to support with decreasing class sizes for literacy and numeracy instruction in the mornings. Additionally, the enrollment in the afternoon Kindergarten class was bursting, and therefore an additional teacher was hired to create an additional class for this growing and complex group of students.

In addition to changes in student population, changes were also experienced in the school's administration staffing. The long-standing principal of over seven years, retired at the end of November. The school was then supported by two different acting principals, one for the month of December and another for the month of January. It was at the end of January, when the new principal officially joined the learning community at Royal Oak School.

Given these two factors, the school community was dealing with significant changes and instability which were not conducive to fully realizing the desired and numerous outcomes in the school's development plan for the 2024-2025 school year

Royal Oak School's 2024-2025 School Development plan's academic goal centered on developing students' foundational literacy and numeracy skills through explicit instructional strategies. The literacy outcome to improve student's reading comprehension, focused on intentional grade team planning and instructional strategies related to vocabulary. Alberta Education's Early Year assessment data, as well as the CBE report card stem data were examined to determine growth, areas of need, and next steps in relation to student learning priorities for the coming school year.

Goal One: Student foundational skills in math and literacy will improve.

Outcome One: Students will improve their comprehension through a focus on vocabulary instruction.

Outcome Two: Students' procedural fluency will improve in math through a focus on number sense.

Celebrations

- Overall, Alberta Education Early Years Literacy Assessment data shows, across grades 1-3, growth in students' phonological awareness, specifically related to reading regular words, irregular words, as well as non-words
- CC3 assessment data shows a significant decrease in grade 2 and 3 students identified as "requiring additional support" in word reading

- LeNs assessment data shows 0% of grade 2 students identified as “requiring additional support” in both November 2024 and June 2025
- Consistent growth was noted in Mathematics, particularly in number sense. On report card stems, there was overall growth in student moving from 1’s to 2’s and 2’s to 3’s. Especially of note was the percentage points of grade 4’s gaining mastery (indicator 4)

Areas for Growth

- Building students' oral language skills (vocabulary, language structures, and verbal reasoning) throughout the grade levels
- Support continued growth in reading comprehension through the development of oral language skills
- Student learning engagement, as shown in the Spring 2025 Alberta Education Assurance Measures, still notes this an area of concern, even with an increase from 77.8% to 79.9%. This may indicate that there is a need for more meaningful and motivating literacy experiences for student

Next Steps

- Ensure scaffolding, both down and up, of learning tasks to support our students identified as ‘requiring additional support’ as well as those students who have the potential to improve from ‘good’ understanding to mastery level in both oral language and reading skills
- Provide various targeted approaches to teaching vocabulary development for elementary aged learners
- Utilize loose parts, oral storytelling and other re-telling or pre-writing strategies to support oral language skills and comprehension of text
- Use of high-quality literature/ mentor texts to support oral language skills, comprehension, and models for writing
- Increase use of project-based /inquiry-based learning to improve student engagement
- Honor student voice and choice in reading material and writing tasks

OUR DATA STORY – GOAL 1: Student foundational skills in math and literacy will improve.

Teacher perception data showed that targeted vocabulary instruction did support students' ability to understand what was read. Teachers created a word picture bank that included visuals paired with targeted vocabulary. This helped students to increase their understanding of unknown words when reading decodable texts. In mathematics, teachers noted that students were able to speak more clearly about their learning, explain their thinking using mathematical vocabulary,

With the implementation of the University of Florida Literacy Institute (UFLI) phonics program in its third year in grades 1 and 2, gains in students' abilities to decode and identify letter names and sounds is evident. The year over year data shows that 4% of grade 1 students were considered "at risk" on the LeNs assessment in June 2024, and by June 2025 0% of that same cohort were still considered "at Risk" or requiring additional supports

LeNs Assessment Data(Alberta Education Early Years Assessment Data)

Number of students identified as "Requiring Additional Support" in Name Accuracy		
Grade	November 2024	June 2025
Grade 1	27/115 = 23%	18 / 124 = 15%
Grade 2	0	0

When examining the data from November 2024 to June 2025, it shows a decrease of grade 1 students identified as "requiring additional support" around Name Accuracy. 0% of grade 2 students identified as "requiring additional support" in both November and June, which is a significant area of celebration.

Number of students identified as "Requiring Additional Support" in Sound Accuracy		
Grade	November 2024	June 2025
Grade 1	27/115 = 23%	21/124 = 17%
Grade 2	8/115 = 7%	13/125 = 10%

When examining the data from November 2024 to June 2025, it shows a decrease of grade 1 students identified as "requiring additional support" around Sound Accuracy, however an increase of 3 percentage points in grade 2 students identified in this same area. This is believed to be related to the growth in student population, especially those identified as LP 1 and LP2 EAL (English as an Additional Language) students. Overall, the grade 1 data shows an area for growth and celebration in students' phonological awareness.

CC3 Assessment Data (Alberta Education Early Years Assessment Data)

Number of students identified as "Requiring Additional Support" in Regular Words		
Grade	November 2024	June 2025
Grade 1	10/115 = 9%	14/124 = 11%
Grade 2	23/115 = 20%	11/125 = 9%
Grade 3	33/133 = 25%	13/140 = 9%

Number of students identified as "Requiring Additional Support" in Irregular Words		
Grade	November 2024	June 2025
Grade 1	12/115 = 10%	13/124 = 10%
Grade 2	20/115 = 17%	13/125 = 10%
Grade 3	32/133 = 24%	14/140 = 10%

Number of students identified as "Requiring Additional Support" in Non-Words		
Grade	November 2024	June 2025
Grade 1	11/115 = 10%	12/124 = 10%
Grade 2	18/115 = 16%	10/125 = 8%
Grade 3	29/133 = 22%	14/140 = 10%

When examining the data from the CC3 assessment, it shows a significant decrease in grade 2 and 3 students identified as "requiring additional support" in regular words, irregular words, as well as non-words. It is noted that the same level of growth was not observed in the grade 1 student population. The stability of students identified as "requiring additional supports" from November to June, rather than a decrease in this number, may be due to the complexities in the Grade 1 cohort, as well as the growth in this cohort with numerous new students identified as EAL (English as an Additional Language). Not all students would therefore have had the full year of UFLI instruction to support their full understanding of phonics.

Literacy intervention support (provided by a newer Kindergarten teacher) began February 12, 2025, and went to April 18, 2025. The intervention teacher, worked with small groups of children from grades 1-3 and provided focused, explicit instruction to build foundational literacy skills. Additional groups were run from April 18-June 20. Support was provided to 5 groups of 5-6 students each. This support was inconsistent due to sub shortages. This inconsistency of literacy intervention may have also had an impact in realizing the full growth for some of our students who had been identified as "requiring additional supports" during the November 2024 round of Alberta Education Early Years assessments.

CBE Report Card English Language Arts & Literature Stem Data

- June 2025 student achievement in the 'Reads to explore and understand' improved in the following grade levels:

Grade Level	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Grade 1	6.3%	23.4%	41.4%	28.8%
Grade 2	4.4%	17.7%	33.6%	44.2%
Grade 3	2.3%	19.4%	41.4%	37.2%
Grade 4	1.9%	17.6%	39.8%	40.7%

- June 2025 student achievement in the 'Makes meaning and connection through oral language' improved in the following grade levels:

Grade Level	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Kindergarten	2.6%	32.5%	55.8%	9.1%
Grade 1	0.9%	41.3%	45.9%	11.9%
Grade 2	0%	23.9%	44.4%	31.6%
Grade 3	0%	24.2%	51.5%	24.2%
Grade 4	0%	14.0%	50%	35.1%

June 2025 report card stem data indicates that there are less students in grades 3 and 4, receiving the below grade level indicator in reading. The results at the kindergarten to grade may indicate that students are coming to school with few early literacy skills. While the oral language stem shows that the majority of students are attaining grade levels in this area. Research indicates that when students have stronger vocabulary and oral language skills, reading comprehension increases. Therefore, this is an area where the staff have indicated continued growth is warranted.

When examining the year-over-year ELAL (English Language Arts & Literature) stem data, it shows that as students move up the grades, their oral language skills decrease in proficiency, especially in the mastery (indicator 4) level. Additionally, a trend of a decrease in the mastery level of "reads to explore and understand" arises.

CBE Report Card Mathematics Stem Data

- June 2025 Student achievement in the 'Understands and applies concepts related to number, pattern and algebra' improved in the following grade levels:

Grade Level	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Kindergarten	6.5%	25%	37%	31.5%
Grade 1	5.1%	29.9%	37.6%	27.4%
Grade 2	3.3%	18.9%	36.9%	41%
Grade 3	2.9%	21.9%	35.8%	39.4%
Grade 4	0%	16.1%	39.8%	44.1%

A review of the year over year data related to the mathematics stem of “understanding and applying concepts related to number, pattern and algebra”, showed that results remain consistently positive. When delving deeper into specifics, Grade 1, 2 and 3 students are trending upwards, with growth in students moving from indicators 1 and 2 to indicators of 3 and 4, showing good to mastery level of understanding. A small area of concern to note, was the decrease in grade 1 students moving to a mastery level of performance. Based on these consistent and positive results, this specific outcome will be removed from the 2025-2026 School Development Plan. By doing so, it will allow staff to focus more intentionally and consistently on areas of need related to foundational literacy skills.

Goal Two: Students’ perception of Royal Oak School as a welcoming, safe, caring and inclusive learning community will improve.

Outcome One: Students’ sense of belonging at school will increase as a result of feeling connected to the school.

Celebrations

- Students indicated an improvement in ‘positive relationships’ by 3 percentage points, based on the OurSchool Survey data
- Students indicated an improvement in ‘feeling safe at school’ by 4 percentage points, based on the OurSchool Survey data,
- 87.23% of our students feel that “I have a least one grown up that I can talk to at school”, based on the K-3 CBE Student Survey
- 88.13% of our students “Feel safe at school”, based on the K-3 CBE Student Survey
- 83.76% of our students indicated that “I feel included at school”, based on the K-3 CBE Student Survey

Areas for Growth

- Continue to support students' connections and sense of belonging at school.
- Continue to students in developing a growth mindset as well as self-regulation strategies to use when learning gets challenging at school
- Helping to decrease students' feelings of fear, anxiety or worry about particular events or social situations.
- Helping students to feel a more positive outlook when coming to school
- Supporting students to ask questions in class when they have them

Next Steps

- Continue to prioritize opportunities to develop student connections and sense of belonging at Royal Oak School, including grade team-led assemblies, Wonder Hours, assigned Buddy classes, grade team community walks and learning on the land, school-side residency with Nature Play and Elev8 Lacrosse, school-wide read-alouds with administration, and a school-wide theme of "How do we learn and live well together?"
- Incorporate growth mindset and social emotional learning opportunities through various subject areas to support the development of resilience and self-regulation in learning.
- Focusing on the development of oral language skills to support students in feeling more confident in asking questions they have in class.
- Focus on inquiry-based task design to improve student engagement and excitement for learning and coming to school.

OUR DATA STORY: Goal 2: Students' perception of Royal Oak School as a welcoming, safe, caring and inclusive learning community will improve.

Teacher perception data shared that with the consistent use of the Friendology (URStrong) program, it gave a common language and structure for problem solving across the school, this included supervisors, EAs, support staff and teachers. Additionally, with the introduction of Think Sheets and administrative support for behaviours, this helped students and staff better resolve student conflicts and support students in feeling safe at school. The consistent use of classroom discussions, sharing, and meetings, provided students with an opportunity to share their feelings, ideas or issues, helping them to feel heard and connected. With new administration, also came the introduction of the Three Pillars of Care, which again created common school expectations and language supporting efforts to create a more welcoming, safe and caring learning community.

Results from the May 2025 **OurSCHOOL Survey**, representing 109 Grade 4 students' responses, indicate the following:

Social-Emotional Outcomes	October 2024	June 2025
Sense of Belonging: students feel accepted and values by their peers and by others in the school	84%	81%
Positive relationships: students who have friends at school they can trust and who encourage them to make positive choices	92%	87%
Understanding of other cultures: students who have an understanding of the beliefs, values, attitudes and behaviours of those from other cultures	88%	88%
Feel safe: students who feel safe at school as well as going to and from school	74%	78%
My school has special events that bring our community together and build a sense of belonging		83%

Results from the **K-3 CBE Well-Being Survey** are as follows:

Social-Emotional Outcomes	October 2024	June 2025
I feel safe at school	94%	88%
I have a least one grown up that I can talk to at school	89%	87%
I make friends at school	89%	93%
I know what to do if I'm having a problem with friends	77%	80%
I look forward to coming to school	75%	76%
I treat people with kindness	94%	95%
People at school treat me with kindness	79%	80%

Based on the OurSchool Survey data, an improvement in students' *positive sense of belonging* has remained consistent. Eighty-three percent of our students indicated that "my school has special events that bring our community together," contributing to a stronger sense of belonging. Similarly, 80% of students reported that "I have a buddy in the school who I am connected to," reinforcing the positive impact of peer connections on belonging.

However, there was a noted decrease in students' sense of connection and positive relationships at school. This decline may be attributed to the increase in our student population, particularly among students for whom English is an Additional Language. These results suggest a need for a more intentional process to help new students build relationships and feel connected upon intake.

A decrease in students' feelings of safety may be again linked to the larger number of students playing outdoors during recess, along with an increase in students displaying dysregulated behaviors. Additionally, the heightened passion and competitiveness observed in soccer games may have also influenced perceptions of safety at school.

The Spring 2025 Alberta Education Assurance Measures data show a decline in "access to supports and services." This may reflect recent changes in resource support, as well as the limited availability of educational assistant support across the school, which has been affected by increased enrollment, student needs, and overall complexity.

Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 2025



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 1519 Royal Oak School

Assurance Domain	Measure	Royal Oak School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.9	77.8	86.8	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	82.4	80.0	87.5	79.8	79.4	80.4	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.1	90.7	93.9	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	84.9	90.3	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	67.7	73.1	75.6	80.1	79.9	80.7	Very Low	Declined	Concern
Governance	Parental Involvement	78.7	80.9	83.3	80.0	79.5	79.1	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.